



The Path Forward

October 2021

Inclusive Education

Practice the Pause

PAUSE before **judging**

PAUSE before **assuming**

PAUSE before **accusing**

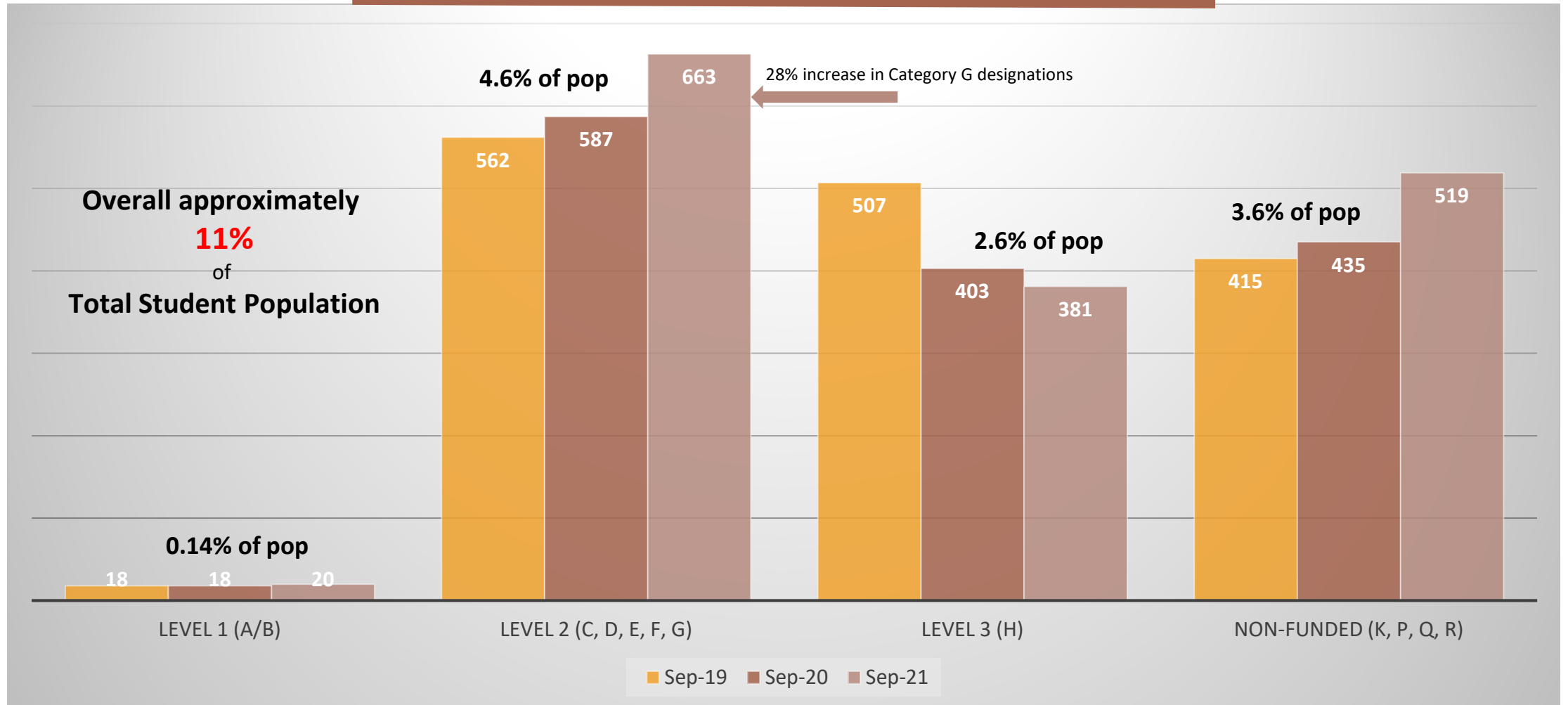
PAUSE whenever you are about to react **harshly**

And you will avoid doing and saying things you will

Later regret



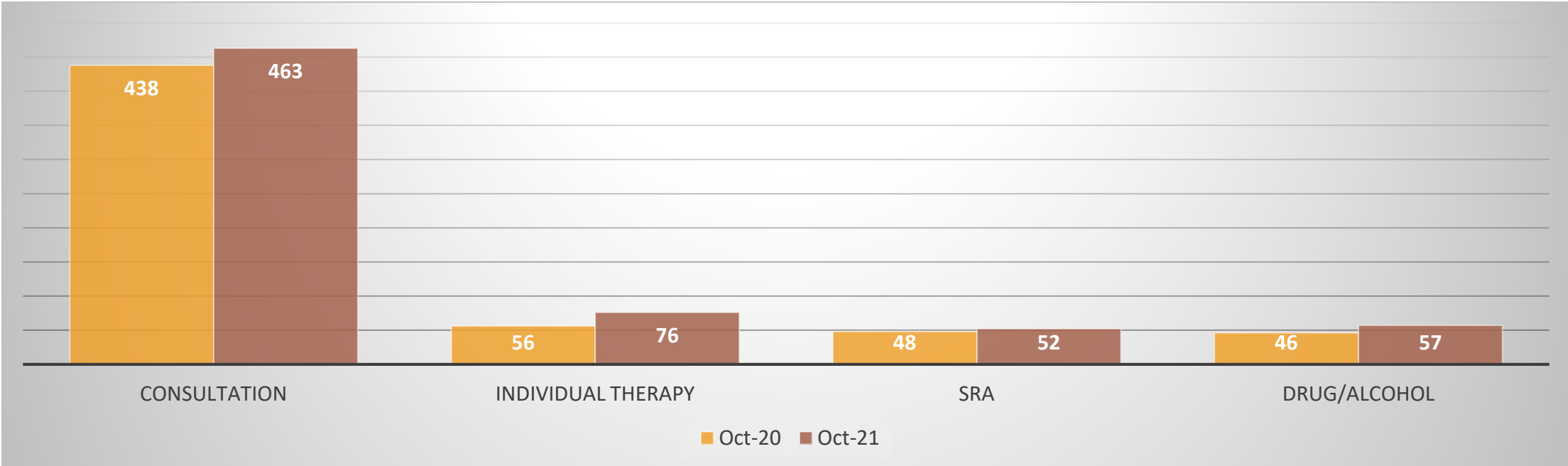
Inclusive Education – SPED Data



District Mental Health Data

Just because we have seen a decrease in Category H designations does not mean we have seen a decrease in student mental health and wellness concerns

District Mental Health Clinicians continue to be busy due to ongoing mental health concerns related to COVID 19 anxieties.



District Mental Health Supports

Continued support from DMHB clinicians:

- available to schools at any time for collaboration and consultation
- Work ½ day per week in each secondary school
- Participate in VTRA protocol regarding mental health assessments and student interviews
- Build community agency alliances and collaborate to provide true wrap around services to students

AND

Addictions Clinicians offering addictions counselling and prevention programs in secondary schools



District Mental Health Supports

ALSO

To support mental health concerns at classroom and school level IED Vice Principal will:

- Focus on development of Mental Health Literacy in secondary schools
- Conduct School visits to determine how, when and where mental health literacy can be delivered and implemented at each school – will walk side by side teachers to support in endeavor
- Assist in the creation a student lead team of “MHL Student Ambassadors” at each secondary school



Our Offerings

Ongoing Professional Development offered to schools:

- Trauma Informed Practices/Strategies when interacting with students and parents
- Development of School Continuum of Supports
- Compassionate Systems Leadership
- Evergreen: Creation of IEP Transition goals
- Exploration of Competency Based IEPs
- Coaching For Equity Learning Series



This year and beyond

MY CHALLENGE to the DEPARTMENT:

To EXAMINE and DECOLONIZE our processes/practices

Since the September 2021 challenge, our **decolonizing** process has already begun

Initial step . . .

To change our language and practices to reflect the values of the Pit House of Wellness

- Instead of “Recommendations” we are using headings such as *Maximizing Educational Equity for . . .*
- Instead of “Process and Procedures” we are using *Equity of Access: Pathway to Assessment*
- Instead of “Mental Health Clinic” rename to *Wellness Center*
- Instead of just “Child Centered Therapy” we will move towards a more *Holistic Approach* and work with the *child* and *family*



To help us in this journey, Department participation in Dr. Dustin Louie’s

Transformative Reconciliation Learning series

Our Commitment

- To ensure the district directions of *Truth and Reconciliation, Equity of Access, Wellness and Learning* are practiced and honored
- To work with education partners, students, parents and communities to examine and *address systemic barriers* that limit students' ability to achieve and pursue their chosen pathways before and after graduation

We believe

EQUITY gives students **PURPOSE, DIGNITY** and **OPTIONS**

